

Inspection report for early years provision

Unique reference number	EY295811
Inspection date	02/03/2010
Inspector	Christine Bonnett
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2004. She lives with her husband, two adult children and her son-in-law in Isleworth, in the London borough of Hounslow. The ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of whom, no more than three may be in the early years age group. She is currently minding one child in this age group. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The family have no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because the childminder has a thorough understanding of the Early Years Foundation Stage Framework and how to implement it effectively. Children are looked after with care and kindness within a clean and safe home. The childminder is committed to continuously developing her practice for the children's benefit.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure observations and assessments are carried out sufficiently frequently to reinforce children's learning and to ensure each child makes progress towards the early learning goals at an appropriate pace
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded, as the childminder understands her role and responsibilities in relation to child protection issues. She knows the indicators of abuse and the procedure to follow to report concerns. All the documents and records required for the safe and efficient management of the setting are also maintained. Risk assessments are conducted by the childminder to identify and minimise potential hazards within her home and garden. Although risk assessments are also carried out for each type of outing, a record is not maintained to demonstrate their effectiveness at preventing harm to children.

The childminder effectively evaluates her practice and identifies areas of strength and those to develop. She has plans to offer a more exciting learning environment in the garden by increasing the variety of equipment she provides. The childminder enjoys attending training courses to build upon her existing skills as she recognises that the children in her care profit from her increased knowledge. During the past year, she has attended 'Developing an Enabling Environment' course and 'Child Protection Awareness - Recognition & Referral'. Both courses improve outcomes for children.

The childminder establishes good relationships with parents. She obtains a wealth of relevant information from them before their child joins her care. This ensures that she is aware of each child's likes, dislikes and particular individual needs. For example, the childminder speaks a number of languages and uses them to support the understanding of children who have English as an additional language. Consequently, the childminder provides an inclusive service for all children. The childminder gives questionnaires to parents as part of the self-evaluation process to ensure their views are known and considered. The completed forms demonstrate that parents are pleased with the service provided as positive comments are recorded.

The childminder is aware of the importance of liaising with all parties involved with the care and education of each child. Thereby ensuring that any additional needs are well supported and appropriate developmental progress is made.

Children have opportunities to learn about the world in which they live as they have toys and resources within the home that reflect diversity, such as books and dolls. In addition, the childminder talks to the children about different world faith festivals, such as Christmas, Eid and Diwali and provides resources for them to make appropriate greetings cards.

Children play in comfort and safety within a clean family home. The environment is conducive to learning and promotes their independence, as a wide variety of play equipment is readily accessible for them to enjoy. There is also ample play space to enable children to explore the resources unhindered.

The quality and standards of the early years provision and outcomes for children

The childminder's good understanding of the six areas of learning and how to incorporate them all into her provision means that children enjoy fun and stimulating play experiences that enable them to make good progress in their learning. The childminder observes the children, assesses their level of development and plans the next step in their individual learning journey. However, the observations and assessments are not carried out sufficiently frequently to ensure that progress is monitored effectively in each area of learning and that the rate of progress is appropriate for each child.

Children enjoy their play and enthusiastically respond to the childminder as she encourages them to identify colours and to count. They have access to books and

express pleasure as they look at the pictures and try to name what they see. This helps them to develop important communication skills for the future. In addition, a selection of programmable toys is available that the children learn how to use to hear their favourite music. This experience helps them learn the skills necessary to operate information and communication technology.

Children's health is fostered as the home is maintained to a high standard of cleanliness and good hygiene practices are adopted. For example, the childminder ensures children learn the importance of washing their hands at appropriate times. She also excludes children from her care who are unwell. Both these measures help to prevent the risk of cross infection.

The childminder supports children to learn about healthy living as she provides nutritious food that takes account of their individual dietary needs. Chicken, rice and fresh vegetables are included on the menu. A selection of fresh fruit is provided at snack time for the children to enjoy. The children also benefit from lots of opportunities to enjoy physical exercise outdoors. They run around the back garden, kick footballs and climb up and down the slide. Trips to the local park also provide opportunities to play outdoors as well as learn about the natural world as they run through the fallen leaves and observe the changing seasons.

Children display a strong sense of belonging and security within the home, as they are settled and happy and engage with the play materials with confidence. The childminder has 'house rules' that she applies consistently, such as encouraging them to tidy-up their toys before playing in the garden. Other house rules include not jumping on the furniture and taking off their shoes. Consequently, they behave well because they learn what is expected of them. Children are cared for with warmth and affection. They demonstrate that they feel secure by sitting on the childminder's lap and cuddling up to her.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children). 02/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report 02/04/2010